

## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



UNITED STATES DEPARTMENT OF AGRICULTURE • FEDERAL EXTENSION SERVICE

Reserve  
E4892E4

U. S. DEPT. OF AGRICULTURE  
LIBRARY  
JUL 2 5 1962  
CURRENT SERIAL RECORDS



JUNE 1962

33/6



**FEDERAL-STATES RELATIONS  
AND THE  
COOPERATIVE EXTENSION  
SERVICE**





**Official monthly publication of  
Cooperative Extension Service:  
U.S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.**

**The Extension Service Review** is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

**Vol. 33**

**June 1962**

**No. 6**

Prepared in  
Division of Information Programs  
Federal Extension Service, USDA  
Washington 25, D. C.

**Division Director: Elmer B. Winner**

**Editor: Walter A. Lloyd**

**Assistant Editor: Doris A. Walter**

## IN THIS ISSUE

### Page

- 115 Extension's role as the educational arm of USDA
- 116 A unique educational partnership
- 117 Cooperative Extension responsibilities
- 118 The State Extension and its partners
- 120 Link with the local people
- 120 Working with county groups
- 121 Action gets the facts to U. S. farmers
- 122 Interlocking educational resources
- 124 Land-Grant Association, spokesman for many voices
- 127 ECOP—"an integral part of the Cooperative Extension Service"
- 128 Beyond our boundaries
- 130 Service through the National Committee
- 131 Foundation enriches special activities
- 132 National council offers guides to home dem clubs
- 135 News and views
- 135 Monthly revisions in publications inventory
- 136 Memorandum of understanding

## EAR TO THE GROUND

Some five years ago one issue of the Review was devoted to spelling out the Cooperative Extension Service as an organization. That issue became something of a standard reference. But the time has come for an up-to-date version on the unique Federal-State-County partnership that is the Cooperative Extension Service. This we present to you in this issue.

Each article interprets some important aspect of Extension's Federal, State, and County relationships.

From an organizational standpoint Extension is highly decentralized. The casual observer might assume that it is a loose association of individual educational units held together by good will. But there are basic areas of understanding between the U. S. Department of Agriculture and the respective land-grant institutions. As pointed out by FES Administrator E. T. York, "The agreement (back cover) defines each partner's responsibility, as well as their joint obligations."

And there is basic understanding between counties and colleges. This too, is described in general terms by noted Extension administrators speak-

ing from their experience and observations.

This total educational community is further reinforced by its ties to the Association of State Universities and Land-Grant Colleges. The Association, also a cooperative organization, "provides the mechanism that enables these institutions to work closely with each other, the U. S. Department of Agriculture, and other Federal agencies." Authors Russell Thackrey and Christian Arnold describe the Association and its operations in further detail.

Extension's ability to carry out its responsibilities in the counties, the States, and nationally is a tribute to the soundness of its organizational structure. New opportunities lie in the fuller understanding of our organization and its potentials.

We hope that this issue of the Review will not only be informative but also inspiring.

Next month's issue is called Wholesaling Extension Work. It will center on how Extension workers are "wholesaling knowledge" by working through other groups and organizations.—WAL

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.







# Extension's Role as the Educational Arm of USDA

by ORVILLE L. FREEMAN, Secretary of Agriculture

**T**HE educational responsibility of the Department is a big and important one. In this rapidly changing society of ours—and when the actions and responses of people throughout the world are so closely tied to our own well being—there is an unquenchable need for knowledge and understanding.

Within the Department, the Extension Service carries major responsibility for educational activities. During the past 50 years, Extension has been a most effective interpreter of research and a retailer of scientific information to those who could make use of it. Extension has carried out a program of continuing education directed largely at helping people solve specific problems or adjust to immediate circumstances.

These activities have contributed greatly to the efficiency and productivity of agriculture and must be continued. But a much bigger job—a much broader role—is developing for Extension if it is to serve America most effectively in the future.

## *Need for Understanding*

The urgent need for economic, social and structural readjustments in agriculture are obvious. But such social and economic adjustments can come about only through public understanding of the problems and various alternatives.

The Cooperative Extension Service should logically carry major respon-

sibility for the educational task this involves. It is a job of presenting facts and alternatives, and promoting free discussion among both farm and nonfarm people so they can make sound decisions on policy in a democratic manner. Extension is uniquely equipped to handle this type of objective educational work.

Broad Department programs, such as Rural Areas Development, require a comprehensive educational effort. People must understand these programs if they are to intelligently decide how such programs can be of most help to them.

Agency programs must be understood too. Extension has a responsibility here. Guidelines set forth in the "Extension Service Charter" in 1942 are still applicable today. "... the Extension Service is responsible for all group or general educational work essential to a fundamental understanding of all action programs ... it should see to it that no farmer or farm woman in America is left in the dark as to the why and how of all public effort affecting rural welfare."

## *Coordination Desirable*

The "charter" further states that the various action agencies will work primarily with individuals and deal in program specifics necessary to the conduct of their programs. And it adds, "It is imperative that the broad educational effort of Extension and

the specialized educational work of each action agency be well coordinated as a truly cooperative enterprise."

Statements from another important document—the Joint Committee Report on Extension Programs, Policies and Goals—also bear on the subject at hand. In its report in 1948, the committee, made up of representatives of the Department and the land-grant colleges, re-affirmed the desirability of Extension's handling all general educational programs of the Department.

On the other hand, the committee recognized that the Department "has responsibilities placed on it by the Congress which go beyond education. These include research . . . and the various operational-type programs . . . which require a certain amount of informational and educational work and which constitute such an integral part of the program operations that they can not be practically separated."

In further amplification, the committee reported: "Even in connection with such programs there are general educational functions of a supporting nature which should be the responsibility of the Cooperative Extension Service. If, however, any State Extension Service is unable or unwilling to meet its responsibility for such work, the Department is not relieved of its responsibility, under its mandate from Congress, for seeing that (See *Educational Arm*, page 123)



## A UNIQUE EDUCATIONAL PARTNERSHIP

by E. T. YORK, JR., Administrator, Federal Extension Service

To acquire and diffuse among the people of the United States useful information on subjects connected with agriculture." Thus Congress spelled out a principal duty of the Department of Agriculture in legislation signed just 100 years ago by President Lincoln.

It was no coincidence that almost identical language was used some 52 years later in the Smith-Lever Act which authorized establishment of the Cooperative Extension Service. Extension's job was prescribed as: *"to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics."*

The Department and all land-grant colleges conducted extension-type activities long before 1914. But there was little coordination of these efforts. Greater efficiency and effectiveness thus were prime interests of the leaders advocating a single extension service.

With passage of this act, the Department of Agriculture gave to Extension the responsibility to "aid in diffusing" agricultural information. In effect, the Department transferred work which it had carried on directly with farmers to a new agency which was to operate cooperatively with the States.

### Legal Basis for Cooperation

Questions arose early on how the law was to be administered and on the responsibilities of each institution. So, within 6 months of passage of the Smith-Lever Act, the Land-Grant Association and the Department drafted a "Memorandum of Understanding." This same memorandum,

with slight revisions, still provides the legal basis for cooperation.

The agreement defines each partner's responsibility, as well as their joint obligations. It provides that the college shall organize and maintain a definite and distinct administrative division for the management and conduct of extension work in agriculture and home economics. And it also provides that a director shall be selected by the institution and be satisfactory to the Department.

Further, the memorandum states that all extension funds, regardless of source, shall be administered through this division. Each college agrees to cooperate with USDA in all agricultural and home economics extension work conducted in the State.

For its part, the Department agrees to maintain a central administrative unit (Federal Extension Service) for carrying out provisions of the Smith-Lever Act. FES, under the direction of the Secretary of Agriculture, is charged with primary responsibility and leadership in all educational programs of the Department, plus coordination of all educational phases of other Department programs. It serves as liaison between USDA and the colleges on matters relating to cooperative extension work.

The Department further agrees that all extension work in agriculture and home economics shall be conducted through the land-grant colleges. Activities which by mutual agreement can most appropriately and effectively be carried out by the Department are excepted.

Together, the two institutions agree that, with the approval of the pres-

ident of the university and the Secretary of Agriculture, all extension work involving the use of federal funds shall be planned under the joint supervision of the State director and the FES administrator.

They further agree: that all State and county personnel appointed by the Department are joint representatives of both institutions; that this cooperative effort will be designated on all printed matter used in connection with extension work.

### Role of FES

Within this legal framework, the Federal Extension Service has three major responsibilities:

- Administration of Federal laws and regulations involving cooperative extension work
- Serving as the educational arm of the Department of Agriculture
- Assisting State extension services in program development and implementation

Administrative duties include allocation of funds as provided by law; review and approval of State extension budgets, project agreements, and plans of work; audit of State fiscal and administrative procedures to insure that Federal funds are spent according to law; administer general legislation, rules and regulations dealing with employees, retirement, compensation, insurance, use of the penalty mailing privilege, occupancy of Federal office space, and similar matters.

FES presents information to the Secretary of Agriculture, Bureau of the Budget, and committees of Congress on the current situation, problem (See *Unique Partnership*, page 133)



## COOPERATIVE EXTENSION RESPONSIBILITIES



**Federal Extension Service**



**State Extension Services**



**County Extension Services**



**County and Community Program Advisory Committees**

1. Review and approve State plans of work and budgets.
2. Advise Department, Budget Bureau, and the Congress on Federal finances needed to carry out total program.
3. Serve as educational arm of USDA.
4. Provide counsel, guidance, and leadership to States.

1. Provide information needed for county program development.
2. Review county programs to determine county, State, and Federal funds needed for total State program.
3. Consult with State leadership in building State program.
4. Determine assistance needed from Federal staff in program development and execution.

1. Formulate plans of work for carrying out county program.
2. Assist in the preparation of county budget needs.
3. Execute county program with assistance of State staff.

Committees work with agents to:

1. Analyze situations and conditions affecting agriculture and family living.
2. Determine priority problems and yearly goals.
3. Develop long-range county programs.
4. Recommend county staff needs.



# The State Extension [ ] and Its Partners X

by J. B. CLAAR, Associate Director of Extension, Illinois

**N**CESSITY is the mother of invention, they say. And one might also say that, in response to a need, the Cooperative Extension Service, a native U. S. invention, was created in 1914.

As its name implies, CES is a truly cooperative venture. In fact, it is a joint undertaking between the Federal, State, and local governments, and a great many local people. These people not only help to finance the program, but lend their time and talents to developing and carrying it forward.

The Cooperative Extension Service is at the same time a part of two great research and educational institutions, the U. S. Department of Agriculture and the various land-grant colleges. Both are celebrating their 100th year of service in 1962.

The Extension Service, however, can look back on only 50 years of formal history. I say formal, because both parent institutions engaged in informal extension work before 1914. Prior to that date, the responsibility of USDA for food and fiber production had resulted in several agents being set up in various parts of the country. And the land-grant colleges, with their tradition of concern for the education of all, had also established off-campus education.

## *Federal-State Cooperation*

The Smith-Lever Act ingeniously combined efforts of these two institutions to promote an aggressive educational program in agriculture, home economics, and related subjects. It is significant in this devel-

opment that the Department of Agriculture foreswore its responsibilities for direct education and agreed to discharge them through the Cooperative Extension Service.

This is clearly stated in the memorandum of understanding between the USDA and the various land-grant institutions. Each memorandum states that the USDA agrees to conduct through the land-grant institution all extension work in agriculture, home economics, and subjects relating thereto, unless by mutual agreement they could be more effectively done directly by USDA.

To facilitate cooperation, the annual plans of work required by the Smith-Lever law are jointly approved by the two institutions. The responsibility for initiating the plan rests with the director of the Cooperative Extension Service in each land-grant institution. Similarly, reports called for by the law are developed in the land-grant institutions and approved by the administrator of the Federal Extension Service, to whom all administrative contact is delegated by the Department of Agriculture.

This brief history of the relationship between the land-grant colleges and the Federal government is essential for understanding the program and how it has been developed locally throughout its 50-year history. All Federal-State procedures and documents, even stationery and publications, provides for cooperation between these two institutions.

Extension personnel jointly represent USDA and the land-grant institution. Each holds an appointment without compensation in the Depart-

ment of Agriculture. As such, he is eligible for various fringe benefits, such as federal civil service and retirement benefits.

Federal funds are made available to each State on a formula basis after the Federal administrator approves its plan of work. All such funds and personnel are administered by the land-grant college, subject to the approval of an Extension budget and an annual audit by the Federal Extension Service.

## *Organizational Aspects*

The success over the years of the cooperative effort between the Federal government and the Cooperative Extension Service in an educational program is no accident. Although the organizational structure appears complex, it reflects three basic principles.

First, it permits a maximum amount of decision-making close to the point of action, but with provisions for maintaining the basic partnership aspects.

Second, it provides for separation between action and educational programs. This permits freedom from undue influence by political or vested interests. At the same time, it keeps extension personnel close to the action groups and organizations.

The Cooperative Extension Service has a clear-cut responsibility to reflect the educational interests of USDA, and to inform all persons about its divisions, their programs, and research findings. Its task is to help explain and analyze the various action programs.



A third important aspect of the organizational structure is that extension workers are staff members of the land-grant institution. Through this association they have access to the university's reservoir of knowledge and have a constant stimulus for professional development.

An important result of this organization is that it gives Extension unusual acceptance by a great many groups and agencies. This acceptance provides a broad base of support from these groups, and access to a wide range of interests and abilities that Extension can bring to bear on specific problems.

This framework of broad Federal legislation followed by State legislation has provided an enduring basis for effective Federal-State relations.

In addition to this formal cooperation, another equally significant area of cooperation exists between the Federal Extension Service and the State Cooperative Extension Services. This takes the form of leadership by the Federal Extension Service in many administrative and program matters, as well as mutual support of the two units toward common objectives.

### *Local Cooperation*

The second principal area of cooperation is between the land-grant institutions and the various counties. Federal legislation requires that Federal funds be matched in the various States. It strongly implies that contributions from counties should be made available, as well as funds from the State legislature.

In keeping with this philosophy, most States have legislation which either permits or requires county governments to contribute to the support of the county extension program.

Although the relationships differ in various States, some county extension organization in each State has the responsibility for working with county extension personnel to develop and carry forward extension programs. They also work with the State director of Extension in administering the county program.

Such cooperative program planning has helped keep the program oriented to important needs of the people. This recognition of the principle of involvement has enhanced the active participation and interest of local people in the program.

Local interest manifests itself in many ways. One beneficial result is that each county program is considered a local program. Thousands of local leaders throughout the country take part in program development and help to carry out the program. Thus, the county program has sustained support by local people.

This makes the Cooperative Extension program truly a cooperative effort. It is sustained on the one hand by the interest of the Federal government and the State land-grant institution in extending practical knowledge, oriented to the problems of local people. On the other hand, it is served by the people who themselves receive the benefits of the program. This tripartite organization is important to the success of Cooperative Extension.

The organization is financed by all levels. Each segment has rather specific responsibilities, but each has an effective voice in the various aspects of the cooperative effort.

Such cooperative effort calls for mutual respect on the part of the cooperating partners. Some people have felt that the administration is too complex to operate smoothly over time. But history has proved this prediction wrong. Extension's great mission is dedicated to improving individual communities and the nation through educational techniques designed to bring them practical, problem-solving information. This cooperative effort has contributed greatly to the goals of society through a half-century of service.

### *Living Up to History*

Students of adult education often credit the Cooperative Extension Service for being the largest, most effective example of adult education in America. Others point to the effective educational programs with youth through 4-H club work.

The educational demands of the future are great. Interest in the educational out-reach of the land-grant colleges and universities was never so great as it is today. Through maintaining these basic principles and through dedication to the people of the country, these three partners in cooperative extension work have a tremendous opportunity to be of further service to the people and to the Nation in meeting the expanding educational needs of society in the years ahead. ■



## Link with the Local People

by B. H. TRIERWEILER, President, National Association of County Agricultural Agents, and Goshen County Agricultural Agent, Wyoming

**I** LIKE to think of our great service to education—the Cooperative Extension Service—as a triangle. Each side is vital to the well being of agriculture, the home, their adjustments and changes. Without any one leg, the triangle would collapse—the three must unite to make the whole.

Forward-thinking men in 1914 recognized that both the U. S. Department of Agriculture and State universities possessed vast amounts of information which needed to be disseminated to the people in readily understandable and applicable form. Their move to accomplish this took the form of organization of the Cooperative Extension Service.

This year, as USDA and the land-grant colleges and State universities celebrate their Centennials, Extension can look back on nearly 50 years of success in extending information from these agencies to those who need and want it.

Extension is known as: the educational arm of USDA; the field office of the State universities; and the fountainhead of agricultural, home economics, and related information.

Acting in these three capacities, the Extension Service provides educational and organizational leadership for helping people to recognize their problems, plan for their solution, and work toward the accomplishment of their own goals and objectives, based on resources and alternatives.

But a program of interest and benefit to the people must be planned and carried out by the people.

To provide the framework for these activities, county governing bodies enter into agreements with the State Extension Services of the land-grant

colleges or State universities for the employment of county extension agents. These agents work directly with adults and youth to help them make their homes, communities, counties better places in which to work and live.

The agents have available the resources of USDA, the State university, and their own extension State specialists.

Key to the success of the local county programs are the local advisory committees in agriculture, homemaking, and youth work. These

committees of local people help discover area needs and devise programs to meet them.

The success or effectiveness of the program depends on the initiative, training, and ability of the county staff. They must assume the lead in involvement of people to study and analyze the problems and situations that require educational programs.

County extension agents depend heavily on the strong support of resource people available to them—resource people who make up the other two legs of the Extension “triangle.” ■

## Working with County Groups

by S. L. NEAL, Lamar County Agricultural Agent, Texas

**A**IMING to reach and serve as many people as possible, we in Lamar County have found it imperative to organize and work through groups. Our experiences have met favor throughout the county and it seems a logical and easy method of working.

Our best approach seems to be operating through commodity, special interest, and standard organization groups. As in many counties, several agricultural agencies function here.

Our group work all started some 10 years ago when the county agent first came on the job. The county extension staff, meeting with a group of leaders, planned programs for the county based on major fields of agricultural educational endeavor. The program proceeded for a little more

than 2 years. All the while, new committee groups were organized and functioned as the need arose.

Again, unification was seen as a step forward for the county. If all groups having to do with agriculture and home economics could combine in an overall organization, it would bring together the program and prevent duplication of effort.

More than 5 years ago the program was revamped and revitalized in this direction. Each organization having to do with agriculture and home economics was asked to prepare its phase of the county program. These written programs, submitted to the extension agents, were edited and compiled into one overall county program.

(See *County Groups*, page 134)





# **ACTION**

## **gets the facts to**

### **U. S. Farmers**

by Iowa State Extension Information Office and  
Federal Extension Service Information Programs Division

**W**HETHER it's a new finding in the world of science—or newly enacted legislation from the halls of Congress—people need to know about it. They need, and want, the facts. And the Cooperative Extension Service shares in the heavy responsibility of getting this information to the people who can use it.

Consider the situation in the important corn State of Iowa in the spring of 1961. Planting season was near at hand. The new Feed Grain Program was signed into law on March 22. And 175,000 Iowa farmers needed to know about it—in a hurry.

Within 48 hours, a big educational effort was starting to hit its stride. The Iowa extension team of administration, subject matter, and information personnel sat down with the ASC committee to plan a fast-moving effort to let the Hawkeye State feed grain producers know about the new program.

#### ***Information Underway***

Subject matter specialists combed the program materials for provisions and alternatives—important to Extension in the education phase, important to ASC in the procedural phase. Administrative personnel of both agencies were in touch with county units, alerting them to the tight schedule, and starting the flow of information. Information workers were planning and producing mass media materials.

By Saturday, March 25, plans were

laid for a special early-morning television program beamed to county extension and ASC personnel, and a major story was on its way to county extension workers for their release in local outlets.

At 8:30 a.m., Monday, March 27, the massive educational effort was underway. Extension specialists and ASC committeemen were on the air in the studios of Iowa State University's WOI-TV. As county workers in the 25-county viewing area watched the program—along with delegations from counties beyond the signal area who drove into it—video-taping equipment was recording the 1-hour program.

When the program ended, a driver was dispatched by Extension. He carried the video tape to Omaha for a 7 a.m. telecast over WOW-TV on Tuesday.

Wednesday morning at 7 a.m. he was in Cedar Rapids, where WMT-TV was telecasting the program to eastern Iowa and making a concurrent direct-wire transmission to Mason City's KGLO-TV, where it was beamed to the vast cash-grain area of northern Iowa. By 8 a.m. the next day, Thursday, after a showing on KVTU, Sioux City, this one tape had been telecast into nearly every area of the State. Viewing had been promoted by the cooperating stations, other mass media, and the county extension and ASC offices.

Thus, within a week after the signing of the law, Iowa Extension and ASC had placed a significant amount

of information within sight and sound of most of the State's 175,000 farm operators. Radio and newspapers had added their impact and coverage throughout the week.

By this time the later phases of diffusion were geared up. County extension directors had been supplied with visuals, discussion outlines, and budget sheets to help farmers understand provisions of the law and to do pencil-and-paper calculations on alternatives. ASC officials were hard at work on the massive job of explaining, answering questions, and servicing the myriad details of such a program.

Extension's most dramatic effort was squeezed into the first week. But it didn't stop there. Mass media efforts continued, providing opportunities for ASC personnel to reach large audiences through the channels serviced regularly by Extension. Field workers continued in their face-to-face educational efforts.

#### ***Federal Backstopping***

Backing this big educational effort by the State and county staffs were the Federal offices of Extension and ASCS. Even before passage of the bill, these staffs had teamed up to plan the educational materials and procedures that would help the State and county staffs get their job done.

The day the bill became law, these materials were on their way to State offices of Extension and ASCS. The official regulations and interpretations were sent. Suggested press, radio, and TV materials were prepared. And budget forms were developed to provide farmers an easy means for figuring out how well the program fit their particular farm.

ASCS held regional meetings to explain program objectives, procedures, and regulations to State ASCS and extension personnel. And the Department's Office of Information worked with ASCS to provide a strong nationwide information program to supplement the State and local educational efforts.

This was a team effort between agencies—and between Federal, State, and county services—to place important information in the hands of those who had a decision to make—175,000 Iowa farmers. ■



# Interlocking Educational Resources



by ERNEST J. NESIUS, Dean of College of Agriculture, Forestry, and Home Economics,  
and Director, Cooperative Extension Service, West Virginia

**M**ANY fine things are being said today about the colleges of agriculture and home economics in the land-grant universities and State colleges. Perhaps the most important, single point of uniqueness, is the integrated program of research, extension, and teaching. No other combination of similar educational resources is emphasized in this way.

The broad objective of this integrated program is good decisions made by rural families. The result has been a revolution on the land.

As dean of a college concerned with agriculture, forestry, and home economics, my aim here is to show: How extension, research, and teaching are related to each other; the responsibility of each to the others; and how they supplement each other.

Extension workers and researchers in colleges of agriculture and home economics have a close and unique working relationship with workers in the U. S. Department of Agriculture. The interchange of ideas, personnel, and jointly conducted projects is a major factor in the success of all agriculture workers.

## Concepts of Education

Through the years, several fundamental concepts have persisted in the colleges.

First, research, teaching, and extension, within given subject matter areas, should be mutually dependent and organized so as to support each other and yet be capable of standing alone. The dependence of the extension worker and the people on the

research laboratory, and the researcher and professor on the extension worker has united a force unparalleled in educational circles. It has speeded information into practical and academic situations.

The second concept is the insistence on research as the legitimate source of information. This is combined with emphasis on an efficient two-way channel from the research laboratory, plot, or experiment through the professor to the student. Or it can flow through the extension worker to the farmer or homemaker. This has proven an automatic method of placing information in the hands of the user in the shortest possible time.

A research bulletin reporting on the technical aspects of an experiment is used by a professor in a classroom assignment. From this same bulletin the extension specialist interprets results into practical situations. Through the specialist, county agents and leading farmers learn how to use the information.

The same process is applicable to homemakers.

The third concept is the necessity to learn technical skills to be used in practical situations. This accompanies the discovery of new knowledge. By technical skills, we mean the skill to cull animals, mix and apply chemicals, obtain and interpret data for correct conclusions, etc.

The professor teaches his class, not only the theoretical and the "what" but the "how." The same is true with the specialist and the county agent. Therefore, the trained agriculturist

not only can tell, he can demonstrate.

Professional journals, periodicals, and professional meetings recognize the importance of applying the techniques of implementation. Thus, recognition of good work often includes them.

These three concepts have continued throughout the development of the Land-Grant College System and have contributed to its present-day success.

## Vital Relationships

The interrelationships of research, extension, and instruction must be kept alive and productive. There are at least 10 fundamental relationships which require encouragement, attention, and understanding.

*Professor-student:* The focal point is to increase learning to fit a modern, changing world.

*Professor-researcher:* Many researchers are also professors—a successful relationship.

*Undergraduate-graduate instruction program:* Undergraduate instruction should lead naturally to graduate studies. New knowledge should be added to courses taught, and the level of instruction should be kept high.

*Researcher and research projects:* The typical goal of the researcher is to discover facts and understand phenomena which, when explained, will long be useful. There is a growing tendency for extension specialists to assume responsibility for investigations of a more practical and applied nature.

*Extension specialist and subject matter department:* The specialist must continually learn and understand new knowledge and teach how to interpret it in different situations.

*Extension specialist-county extension worker:* A State Extension Service declares its capability largely by selection of the subject-matter areas in which it has specialists. County workers rely on these specialists for technical information and methods of using it in practical situations. A high degree of interaction between the specialists and the county workers is essential.

*Subject matter departments and agricultural commodities or special interests:* Subject-matter departments are encouraged to assume leadership within the agricultural industry or a special interest group for which its knowledge is important. It is common for a subject-matter department to combine research, extension, and instruction resources for an industrywide conference.

*Agriculture worker and subject-matter competency:* Inservice training programs, lectures, summer training, leaves of absence, and study tours are encouraged.

*Total college and USDA:* Most important is the complete freedom and unselfish exchange of information, methods, and opinions to maintain a close, interdependent professional relationship.

*Total college and the people of the State:* The coordinated services of the college, the image it creates in carrying out its work, and its ability to anticipate the needs of tomorrow are involved. The college must balance its basic resources of technical competency.

The leaders of research, extension, and instruction should constantly scan the horizon for trends and anticipate the needs of the future. In this way they can always have current, up-to-date information, answers and interpretations for new and evolving problems.

The county agent, in many ways, is the cutting edge of the college in its daily service. He can be of great help to his colleagues by reflecting the effectiveness of the college among his clientele and by informing college

leaders of the needs expressed by his clientele.

Perhaps it is clear that the 3-way interdependence of extension, research, and teaching is best when the relationship is functioning most smoothly. Every member of the college staff, whether he be a fundamental researcher or an assistant county agent, has some responsibility to see that the relationships mentioned operate in a productive way.

It is imperative that those persons who are, in fact, the college, keep their educational program as close as possible to the needs and desires of the people. At the same time, the researchers are examining fundamental questions, and they must dig into the unknown to understand and explain the secrets of nature. Concurrently, the professor must be aware that a successful graduate should enter his life's work feeling that he has a firm grasp on the subject matter in his field. ■

## EDUCATIONAL ARM

(From page 115)

such work is done. In such instances, a joint review of the attendant circumstances should be made and arrangements worked out between the Department and State Extension Services involved whereby the Department would carry out such work."

### Specific Responsibilities

These statements still are valid in light of problems agriculture faces today. But let us be a little more specific as to Extension's responsibility as the educational arm of the Department.

1. Extension should assume responsibility and leadership for planning and coordination of educational activities of the Department—at the Federal, State, and county levels. In so far as possible, this planning should precede program announcements and involve the various agency personnel in such a manner to assure the most effective educational effort possible.

2. Extension is responsible for the general educational work in agricul-

ture and home economics. Such responsibility includes education relating to scientific, technical, and economic developments growing out of the research programs of the Department, the land-grant colleges, and other organizations.

3. Extension also is responsible for general information or educational efforts aimed at giving farm and rural people a better understanding of various public programs—particularly those emanating from the Department—which affect or might affect their farming operations, their level of income, their health, welfare, and overall livelihood.

Included in these would be such diverse efforts as work relating to eradication of brucellosis; provisions of agricultural stabilization programs; information pertaining to the availability of credit through the Farmers Home Administration; facts about Social Security, income tax, or food distribution programs.

4. Extension must serve more than rural America. Many educational efforts must be more far reaching—involving the entire community or the total citizenry of our country. Rural Areas Development, public affairs, and bringing to public attention the phenomenal success story of agriculture are examples of these programs of widespread interest and concern.

In some instances, Extension's role will be largely one of organization and providing the setting for effective learning—with other special talent coming from other agencies of the Department, other departments of Government, colleges, and industry.

In meeting its responsibilities, Extension will be involved in some controversial areas. But education must deal with controversial matters if it is to fulfill its function in our society.

For example, intelligent debate of issues is needed before action is taken. This is the time when people must have information if democracy is to function. And Extension—with its ties to the Department, land-grant colleges and universities, and local government—is uniquely equipped to furnish these facts in an unbiased, objective manner. ■





# Land-Grant Association SPOKESMAN FOR MANY VOICES

by RUSSELL L. THACKREY, Executive Secretary, and CHRISTIAN K. ARNOLD, Associate Executive Secretary, Association of State Universities and Land-Grant Colleges

**B**EHIND the tremendous advances that have made American agricultural productivity the envy of the world lies the Cooperative Extension Service that brings together Federal, State, and county efforts in an effective, continuous drive for progress.

At the heart of CES, in turn, lies the Nation's unique Land-Grant System of colleges and universities. In this system formal campus instruction, research, and adult extension work are brought together in a single institution serving all the people. The Association of State Universities and Land-Grant Colleges provides the mechanism that enables these institutions to work closely with each other, the U. S. Department of Agriculture, and other Federal agencies.

## Cooperative Organization

The Land-Grant Association, as it is commonly called, is itself a cooperative organization. A voluntary association that neither has nor desires authority over its members, it serves as:

- A forum for discussion, exchange of ideas, and formulation of common policies;
- A coordinating agency between USDA and the land-grant institutions;
- A clearinghouse for matters of importance to its members; and
- A spokesman for members.

The Association has, nevertheless, proved a great force in the growth of the land-grant colleges and universities and of the programs, such as those of the Extension Service, with which they have been associated.

The strength of the Association

grows out of the fact that its recommendations are arrived at only after careful study and review by member representatives. The policies and programs decided on in this manner are broad and flexible enough to permit each State and county to adapt them to their own needs and conditions.

The work of the Association with the Cooperative Extension Service provides a typical illustration. There is nothing in the amended Smith-Lever Act of 1953, the basic Extension legislation, about the Land-Grant Association. This Act calls for programs that are "mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges . . ." Clearly, this does not exclude the possibility of 51 completely different extension programs, one in each State and Puerto Rico.

Just as clearly, to work separately with each of these college systems on program policy would require an out-sized USDA staff. Or it would result in policies "dictated in Washington" in the interest of uniformity and coordination. Few individual colleges would be able to resist such a centralizing trend.

Neither of these alternatives has happened nor is likely to happen. The Cooperative Extension Service is truly cooperative largely because the land-grant institutions have an effective means through which they can work with each other and with the Department. That is the Land-Grant Association.

It seems inevitable that a group of institutions established through the same legislation and dedicated to the same objectives and ideals would need a framework for exchanging ideas and experience and arriving

at common decisions. However, no beginning was made until 1871 when 29 presidents and professors of land-grant institutions met in Chicago.

## Early Development

The following year, the Commissioner of Agriculture called a convention of delegates from the State land-grant colleges, agricultural societies, and boards of agriculture. They were to consider, among other things, the "best methods of cooperation between the colleges and the Department."

The first genuine convention was held 13 years later, again on the call of the Commissioner of Agriculture. The proceedings of that meeting provide the first official record of discussions among representatives of the land-grant institutions at a national assembly.

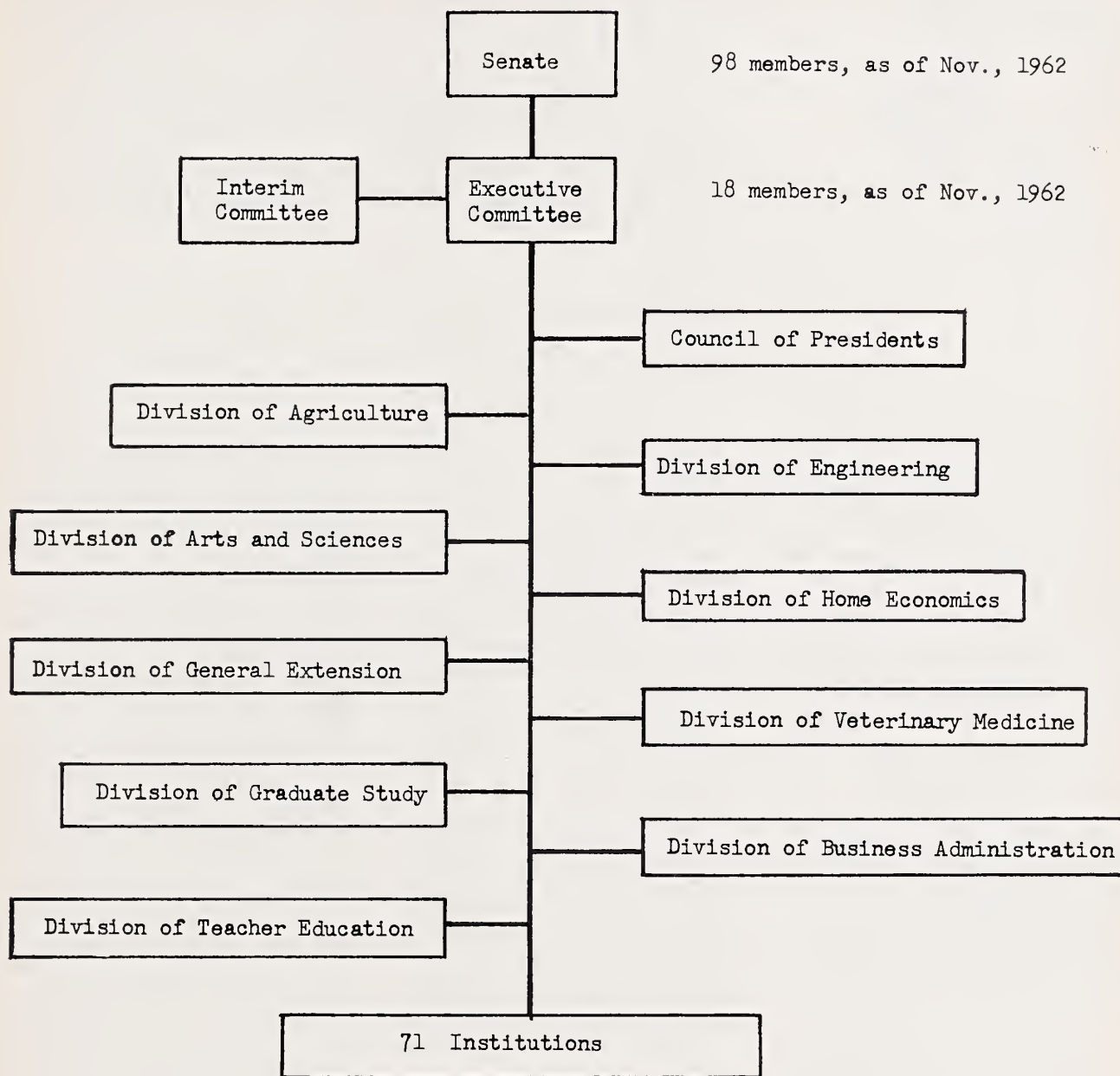
The first annual convention was held in Washington in 1887. At this and the next meeting, in 1889, a name was adopted and formal machinery established.

By 1892, only five sections had been organized: College Work, Agriculture and Chemistry, Horticulture and Botany, Entomology, and Mechanic Arts. Originally, the Association included only the presidents of the land-grant institutions and their agricultural experiment station heads as delegates.

As early as 1905, a formal committee of Extension Work was established. In 1909, this committee was made a section, giving all the extension directors status as delegates to the annual convention and providing them with a forum. This enabled the (See *Spokesman*, page 126)



# Association of State Universities and Land-Grant Colleges



(Each Division has many sections and committees, where policies are determined and recommendations made to the Executive Committee and the Senate. The Senate consists of 3 representatives of each division and the head of each of the member institutions. The Executive Committee consists of nine presidents of member institutions elected by the Senate and one member elected by each of the 9 Divisions. The Interim Committee consists of the President of the Association, the chairman of the Executive Committee, and five members elected by the Executive Committee.)

(From page 124)

directors to get their views incorporated into the original Smith-Lever Act and to work effectively for its passage.

## Present Structure

Through the years, the formal organization of the Association has changed as new areas of interest have developed and have been brought into the delegate and committee structure.

Membership in the Association is institutional. All 68 land-grant institutions, as well as the Georgia Institute of Technology, the State University of New York, and the Connecticut Agricultural Experiment Station, are members. A recent change in the Constitution makes it possible for other colleges and universities that share the land-grant philosophy and objectives to join.

The chief governing body—the Senate—is being enlarged this year to 98 members: 3 representatives from each of the 9 divisions and the head of each member institution.

Teacher Education and Business Administration are being added this year to the divisional structure. These join the seven subject-matter divisions within the Association: Agriculture, Arts and Sciences, Engineering, General Extension, Graduate Work, Home Economics, and Veterinary Medicine.

Altogether, about 1,000 delegates attend the Association's annual conventions. More than a third represent agriculture and related fields.

## Responsibility Assignments

Between annual meetings the top policy-making body of the Association is its Executive Committee. As of 1963 this committee will consist of 18 members: nine presidents of member institutions elected by the Senate, one who is President of the Association and one who, as immediate Past President, is Chairman of the Committee; and one representative elected by each division.

To provide a smaller "working"

group, a 7-member Interim Committee meets twice between the regular meetings of the Executive Committee. It consists of five members elected by the Executive Committee, the Chairman of the Committee, and the President of the Association.

Although the Senate and the Executive Committee pass on major policy questions, much of the work of the Association is carried out within the divisions, sections, and committee. This may be either finally or in the form of recommendations for action by the Senate and Executive Committee.

In a typical example the recommended form of the revised Memorandum of Understanding that governs the conduct of cooperative extension work was originally developed by a committee representing the Senate of the Land-Grant Association and the Secretary of Agriculture. The Association's representatives were all extension directors.

The form of memorandum proposed by this committee was reviewed by the Extension Committee on Organization and Policy, by extension directors meeting regionally, by the Extension Section of the Division of Agriculture, and finally, by the executive Committee and the Senate of the Association. The final draft was approved not just by the Senate of the Association but also by the Secretary of Agriculture.

To be effective in any State, the memorandum must be approved by the governing authorities of its land-grant institution and by a representative of the Secretary of Agriculture. It is now in effect in most States.

The Association added a permanent executive secretary in 1946. Much of the necessary liaison between USDA and the land-grant institutions is carried out through this office to simplify coordination.

The Association's interests are as broad as the interests of the land-grant institutions it represents. And these institutions offer instruction and carry out research and extension activities in almost every field of interest to man.

The Association represents educational institutions that enroll over 20 percent of the Nation's undergraduate students, grant nearly half of all doctoral degrees in every field of

study, and carry out practically all the agricultural extension and research work in the country.

Despite this, agriculture and home economics and their related fields continue to occupy a central position in its activities and concerns.

The land-grant concept represents America's greatest single contribution to higher education. The central function of the Association is to foster that concept by providing a mechanism for cooperation and action on a national level. ■

## Revolution in Higher Education

An act of Congress which revolutionized higher education will be 100 years old July 2, 1962. Entitled the Land-Grant Act of 1862, it put higher education within reach of all Americans. This was accomplished by giving States Federal land to sell so they could raise money to establish and endow colleges and universities for the people. The Act proved to be an emancipation proclamation for those of modest financial circumstances striving for higher education. For the first time colleges were brought to the people and the idea of equality of educational opportunity became a reality.

Land-grant universities and colleges today enroll 20 percent of the country's college population, grant 40 percent of all doctoral degrees; confer approximately 50 percent of doctorates in sciences, engineering, and the health professions; all those in agriculture, and 25 percent in arts and languages, business and commerce, and education itself. Further testimonial to the quality of teaching, research, and service by the 68 land-grant institutions is the fact that 20 of 38 living American Nobel Prize winners who went to college in this country have earned degrees from land-grant institutions.

The value to the American people of land-grant research alone exceeds manifold the total amount expended on these colleges since they came into being.—*John A. Perkins, President, University of Delaware.*



ECOP— ] —

# "An Integral Part of the Cooperative Extension Service"

by L. H. BRANNON, Chairman, Extension Committee on Organization and Policy, and Director of Extension, Oklahoma



**T**HE need for and importance of an Extension Committee on Organization and Policy are reflected in its early establishment as an integral part of the Cooperative Extension Service. As early as 1905 an Extension Committee was appointed, and this was the genesis of the present Extension Committee on Organization and Policy.

Four years later, at the 1909 meeting of the Association of American Agricultural Colleges and Agricultural Experiment Stations, an Extension section was established. In 1915, the duties of the original committee were enlarged and the name was changed to "ECOP," a familiar, descriptive term wherever extension work is carried on.

ECOP is an official deliberative body to which matters of policy of general concern to Extension are referred. These matters are considered and recommendations made to the several States.

## *Historical Progress*

Like so many organizations, the early activities and objectives of ECOP have been largely hidden from us today by the curtain of time. The first minutes located consist of a report of the 1914 committee.

In 1915 the committee urged the land-grant colleges to give attention to training students for careers in Extension. During the next few years the committee was concerned with

such items as relationships with: U. S. Department of Agriculture, Smith-Hughes program, Department of Interior, consolidated county reports, home demonstration work, and boys' and girls' club work.

As early as 1924, the committee urged that extension workers be provided the same opportunities for advanced study as the resident staff. The need for professional improvement was recognized.

In 1928 minutes, recognition of the need for a retirement plan is reflected. For the next several years, much attention was given to policies with reference to Bureau of Agricultural Economics, Federal Farm Board, Agricultural Adjustment, and the associated problems of the early 30's.

In 1935, a subcommittee on Home Economics was made part of ECOP; later in the same year, the subcommittee membership was included as members of ECOP. In 1937, the Federal Extension director was added to ECOP as an ex officio member.

## *Present Structure*

Presently ECOP consists of two directors from each of the four extension regions—Northeast, North Central, Southern, and Western—nominated by the directors at regional meetings. In addition, three of the regions appoint a State home demonstration leader to membership. The Administrator of the Federal Extension Service brings the total to 12.

The bulk of the work is conducted through standing subcommittees, which at present include Legislative, 4-H, Marketing, Conservation of Natural Resources, Professional Improvement, Home Economics, and Extension Relations. In general, standing subcommittees are composed of not more than seven members—one member at large, when desirable; one representative of ECOP; and one representative from FES. Other subcommittees are considered as ad hoc, advisory, liaison, or cooperative.

## *Guidance Role*

ECOP's role is to guide organization and policy. Subcommittees **also** operate in accordance with these principles. Their activities and deliberations are devoted to **policy matters** with operational affairs handled by ad hoc committees appointed for that specific purpose.

The contribution of ECOP in shaping and developing the Cooperative Extension Service over the years is noteworthy. Starting with its position on training opportunities in 1915, ECOP has served as a motivating, catalytic force in developing and strengthening the Cooperative Extension Service movement. Much of the progress in Extension is due to the development of sound policies and procedures through the mechanism provided by the creation of the Extension Committee on Organization and Policy. ■



## FOREIGN TRAINING

# Beyond Our Boundaries

by A. H. MAUNDER, Chief, Foreign Educational Branch,  
Federal Extension Service

**M**ORE than 1,400 visitors from over 50 countries come to the United States each year to learn first-hand about extension education and life in rural America.

How deep an impression does this learning experience make on these visitors? What thoughts do they take back home?

Eleven farm leaders from Kenya, during their recent visit to North Carolina, had many opportunities to study and observe American agriculture. After living with farm families, getting acquainted with the work of county agents, and meeting with the rural community in general, they summed up their impressions by saying:

"Education and hard work are most responsible for America's progress." This was repeated again and again.

These leaders got this impression while living with farm families and visiting schools, cooperatives, county agents, business enterprises, credit organizations, and many other rural institutions. They were greatly impressed with the educational program of the North Carolina Extension Service.

"Home demonstration work is one of the biggest hits of the group," says Tom Byrd, assistant news editor, North Carolina.

### Teaching Other Peoples

These farm leaders are a small segment of more than 1,400 visitors a year coming from over 50 countries to learn more about extension education and America's rural progress.

Training of foreign technicians is an important aspect of U. S. foreign policy. Participant training in agriculture is a joint venture of the Agency for International Development (AID), the U. S. Department of Agriculture, land-grant colleges and universities, and many other public and private agencies.

The Federal Extension Service, as the educational arm of USDA has a central position in this activity. Not only is FES involved in arranging training programs for foreign participants in the U. S. but it serves AID in extension activities overseas. County extension agents, supervisors, and specialists in most States have a part in carrying out this work.

### Educational Goals

Some participants have jobs in their home countries comparable to county agricultural or home demonstration agents. A number have additional responsibilities, including soil conservation, forestry, marketing of farm products, agricultural research, and teaching in agricultural schools and colleges.

All want to learn how a county agent or home agent works with rural people—how a limited number of professional workers can help millions of farm families achieve better incomes and better living.

Many visiting extension workers have worked in a system where goals are set by a top authority. Plans and programs are passed down to the local extension workers and ultimately to the farmer. Extension's concept of locally planned and executed educa-

tional programs is hard for them to understand.

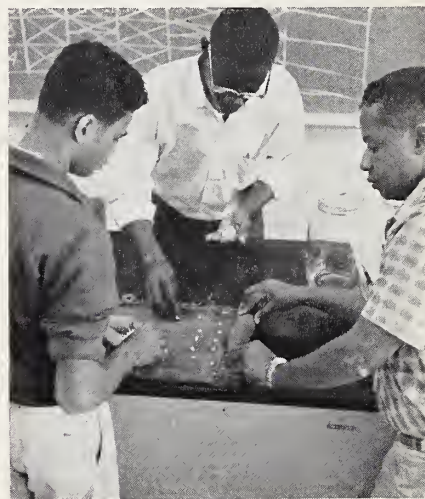
Our foreign visitors want to know how to do as well as what to do, and why—how to plan and carry out a demonstration, how to involve people in planning a program, how to organize a 4-H club and make it successful, and above all, how to motivate people to want to improve their farming and living.

An extension worker from Pakistan, after completing his U. S. training, said, "When people at home ask me what I saw and what I learned I can tell them. But if they ask what I can do, I'm not so sure."

This is why training programs are now emphasizing skills, as well as theory. Extension short courses include a period when each participant develops a project he can use in his home country. These projects involve both farm and teaching skills.

A participant from Thailand, for example, developed a detailed program for training his field agents in a rice improvement project. He used all the educational principles he had learned and prepared visuals to make his teaching more effective. He presented this project to the other short course participants and got their suggestions for improvement.

Many participants say that county experience is the most valuable part



One stop in the training program for a group of Santa Lucians observing U. S. extension work was in this Florida research lab. Placing seeds in burlap for rag doll germination test are (left to right) Arthur E. James, Ferdinand Henry, and Gerald Beausoleil.



of their training. To be effective, both the agents and the participant must have definite objectives in mind. How local leaders are trained and used, how 4-H clubs operate, how county and community programs are planned and carried out—these aspects of extension education are best taught in the county.

### *Training Trainers*

How to train other extension workers is a problem facing foreign participants when they return home. Obviously, only a small minority of extension people from other countries can come to the U. S. for training. Unless these people train others, little progress will be made.

To help solve this problem, present programs emphasize training of trainers. Countries are encouraged to qualify at least one person as a training specialist. This usually includes a degree in extension education from an American university. This effort is paying off in improved training programs in participants' home countries.

P. M. Vuyiva, who earned a degree at Oregon State University, has organized a course in extension education at Siriba College in Kenya. Similar courses have been established in agricultural colleges in India, Brazil, Philippines, and many other countries.

But the training task must be shared by the administrative and specialist staff, not left to a single training officer. Eight extension participants from Jamaica, St. Vincent, The Sudan, and Tanganyika finished their 6 months U. S. training this June. They spent 4 weeks near the end of their training period analyzing training needs in their respective countries and preparing training plans. These participants are ready to start their own training programs when they get home.

Foreign participant training is not a one-way street. Participants give as well as receive. J. M. Spaulding, agricultural agent in Columbus County, N. C., had this to say about a recent group of foreign visitors:

"We learned much from them pertaining to their customs and ways of life. The families with whom these



Visits with county agents and farm families in North Carolina were high spots in the U. S. training experience of farm leaders from Kenya. Equipment on the farm of Mr. Arnette (second from right) got a thorough checking over by (left to right) Pius Kioko Mutiso, Isaac Kuria, Robeson County Agent H. G. Thompson, and Leonard Njiru Kiragu.

three men lived enjoyed having them in their homes immensely. Their departure was regretful to both the men and the families with whom they lived. Some 25 to 30 persons witnessed their departure, thus indicating the pride of the community in having a part in their program."

You cannot teach someone else how to conduct extension education without examining your own program. When we in Extension tell our foreign visitors how well we coordinate our efforts with other government agencies, we try to practice what we preach.

### *Long-Range Effects*

Victor E. M. Burke, district agricultural officer at Kisii, Kenya, came to the U. S. in 1957 on a leader grant. He saw how cooperatives here are administered by their own boards of directors who make their own decisions.

His district is a heavy producer of tea and coffee marketed through cooperatives. These cooperatives, though almost exclusively African in membership, were closely supervised and

directed by European Agricultural officers.

Upon his return to Kenya, Mr. Burke began applying extension educational concepts he had learned to these cooperatives. At first the directors looked to him for decisions in all important matters. But after patient effort and continuous education, the boards of directors of the 50 cooperatives in that district are making their own decisions and growing rapidly more efficient.

Kenya will soon be an independent country. The men Burke has trained will be able to do their part in self government.

Extension workers may not realize that their work with foreign participants can be a vital contribution in the battle for the minds of men. People in newly emerging countries have had little or no experience with democratic processes. They are accustomed to being governed, not governing themselves. Most major policy decisions have been made for them. What better training in decision-making and in democratic practice than through active participation in extension program development and execution? ■



# "Auxiliaries" Help Support Extension

## Service through the National Committee

by NORMAN C. MINDRUM, Director, National 4-H Service Committee

**L**AST December, the National 4-H Service Committee completed four decades of assistance to the 4-H club program. A nonprofit corporation, the National 4-H Service Committee has both educational and charitable status.

Founded December 1, 1921, before the term "4-H" came into general use, the organization chose the name—National Committee on Boys and Girls Club Work. In May 1960, the organization adopted a corporate title more descriptive of its role in assisting and supporting 4-H club work—National 4-H Service Committee, Inc.

All educational programs and services of the National Committee are in accord with policies of the Cooperative Extension Service. When Extension determines that a 4-H program area requires assistance from a donor, it establishes the objectives, rules, and regulations pertaining to such a program area. The National Committee then arranges support.

Some 60 companies, foundations, and individuals provide more than \$1 million yearly for the educational services of the Committee. This excludes the 4-H Supply Service and National 4-H News.

*Organized essentially to support and further extension work, both the National 4-H Service Committee and the National 4-H Foundation supplement the Cooperative Extension Service. Both operate on private funds, carrying out programs beyond the reach of the formal extension organization.*

Private support goes beyond financial assistance, reflecting a realization of corporate responsibility to the youth of the nation. During the past year, donors provided support in 40 national and 10 sectional programs. Highlights of donor service to 4-H club work through the National Committee in 1961 include:

**Recognition for 4-H Members.** More than 180,000 boys and girls received county 4-H medals. Some 14,000 club members received U. S. Savings Bonds, watches, and other awards. Nearly 1,200 State 4-H winners received all-expense paid trips to the National 4-H Club Congress, and 230 4-H members received college scholarships valued at more than \$100,000.

**Leader Training.** More than \$140,000 was channeled through the National Committee for training more than 10,500 leaders and extension workers in the Automotive, Tractor, and Clothing Programs.

**National 4-H Fellowships.** Seven young extension workers received fellowships for use in improving their professional competence through advanced educational training.

**Technical Assistance.** Donors make available vast technical resources of incalculable value. Engineers, horticulturists, dieticians, foresters, fashion stylists, food experts, interior decorators, and many others give freely of their time and talents.

**Educational Aids.** Another substantial contribution by donors is educational aids, including literature, films, posters, and other visuals for 4-H members, leaders, and agents.

*(See Service Committee, page 134)*



Representatives of Extension, land-grant colleges, business, and the National 4-H Service Committee informally discuss aspects of the 4-H program during the annual 4-H Donor's Conference in Chicago. Seated (left to right) are: E. L. Butz, dean of the College of Agriculture, Purdue University; E. F. Schneider, vice president, International Harvester Company; Samuel W. White, Jr., president, Oliver Corporation; and Chris L. Christensen, president, National 4-H Service Committee. Standing are: Norman C. Mindrum, director, National 4-H Service Committee; and Mylo S. Downey, director, Division of 4-H and YMW Programs, Federal Extension Service.



# Work through Private Resources

## Foundation Enriches Special Activities<sup>x</sup>

by GRANT SHRUM  
Executive Director,  
National 4-H Club Foundation

**P**IONEERING two new features in the extension program led to the organization of the National 4-H Club Foundation 15 years ago. The idea behind the Foundation was to develop and use private resources to assist the Cooperative Extension Service.

One new feature was the dynamic, widely-acclaimed International Farm Youth Exchange; the other was development of the National 4-H Center in the Nation's Capital. Today, both are proving their usefulness to cultivate learning through Extension's educational program.

### *Extending Programs*

The Foundation operates on the basis that private funds can best be used to "stretch or enrich" the program beyond what would be possible through tax funds. This type of support can be applied to a variety of program activities or in a variety of ways in the development of programs.

Like those first years, the Foundation maintains something of a pioneering spirit in assisting with areas of the extension program. The Foundation's efforts have been applied primarily to exploring, experimenting, and developing rather than to established programs.

Development of the National 4-H Center; establishment and operation of IFYE; cooperation in the newly developed Peace Corps program; Human Development-Human Relations



The National 4-H Center is contributing significantly to the 4-H program through Citizenship Short Courses for 4-H members. The Center is utilized by 4-H members, leaders, and extension personnel from all States and Puerto Rico.

work; Citizenship Study; Science in 4-H Study; survey of urban 4-H work; the Foundation's relationship to the total citizenship educational program, leader training, and development—all can be viewed within this exploring, experimenting, development framework.

Private funds, linked with tax funds in this arrangement, serve like a catalyst in a chemical reaction. Such a substance speeds up, and in some instances is really necessary for, the chemical reaction. Private funds, although limited, when used as a catalyst in the extension program make possible a more complete educational experience.

### *"Family" Relationship*

To understand the relationship of the Foundation as a member of the extension family, one needs only to review the organizational structure of the corporation and its accomplishments in behalf of the extension program. The Foundation is a privately incorporated organization and, as stated in the policy of operation, exists to support, complement, and assist the Cooperative Extension Service with primary emphasis on youth programs.

The corporation is governed by a 15-member Board of Trustees. Four members are appointed by the Extension

Committee on Organization and Policy; four more by that Committee's subcommittee on 4-H club work. Two members are appointed by the Federal Extension Service, and the remaining five members are appointed by the Executive Committee of the Association of State Universities and Land-Grant Colleges.

Four of the members appointed by this Land-Grant Association committee are business representatives from the National 4-H Sponsors Council. This Council assumes responsibility for developing the private funds on which the Foundation operates.

All the Directors of Extension, or their representatives, form the membership of the corporation.

The Foundation has utilized more than \$6 million of private capital in behalf of the extension program. The annual budget of the corporation now exceeds \$1 million.

### *Noted Projects*

Accomplishments which can be credited to the Foundation include:

*Development of the National 4-H Center.* More than 12,700 persons utilized the Center in 1961; more than 15,000 are expected to use it in 1962. This includes some 3,700 4-H members and 450 volunteer leaders. (See 4-H Foundation, page 133)





## National Council Offers Guides to Home Dem Clubs

by MRS. HOMER A. GREENE, President,  
National Home Demonstration Council

**N**EARLY a million women in 46,000 organized groups across the U. S. are affiliated with the National Home Demonstration Council. The organization represents home demonstration club women who are members of county, district, and State home demonstration councils. The National Council's job is to work with the Co-operative Extension Service in maintaining an educational program for homemakers.

Although the extension program is active in all 50 States and Puerto Rico, homemakers in 10 States are not affiliated with the National Council. Local groups may be called home demonstration clubs, home economics extension clubs, federation of homemakers, or similar names.

Some of these women live on farms; some in towns and cities. But all have the same goal—trying to manage their homes more efficiently and have healthier, happier families.

When the Extension Service made educational programs available to them, homemakers joined together in home demonstration clubs to meet with home agents. County and State home demonstration councils were formed by the leaders of local clubs. In 1936, representatives of State organizations met in Washington to establish the National Home Demonstration Council.

The National Council's Board of Directors (officers and chairmen) are nonprofessional, volunteer leaders. The director of the Division of Home Economics Programs, Federal Extension Service, serves as their advisor.

Because of the leadership training which the national officers have re-

ceived from the Extension Service, they are able to take a lead in passing on home economics information to club members. This is done through programs of work, workshops, special interest sessions, leadership conferences, educational pamphlets, annual meetings, and news media. These educational programs are carried through with the cooperation of the Extension Service.

The National Home Demonstration Council has three objectives:

- To further strengthen, develop, coordinate, and extend adult education in home economics through the Cooperative Extension Service of the U. S. Department of Agriculture and the land-grant colleges.

- Provide opportunity for homemakers cooperating in extension home economics programs to pool judgment and experience for the progressive improvement of home and community life.

- To offer means by which homemakers may interpret and promote extension programs of national and international importance in the protection of the American home.

These objectives are carried out in part through the organization's program.

The National Home Demonstration Council recognizes that an essential feature of home demonstration work is that programs are planned by the people in each county. A careful analysis of their home and community needs is basic to the development of successful programs. And this must be done in each county.

However, a program of work is suggested by the Council to call atten-

tion to some areas of concern which States or counties may wish to consider. This includes, for example, citizenship, civil defense, family life, health, safety, and international programs.

### *Widespread Interests*

The National Home Demonstration Council is a member of the Associated Country Women of the World, which includes women's organizations of 31 countries. This international organization has an advisory status at the United Nations.

This fall many U. S. women will attend the triennial conference of the ACWW in Melbourne, Australia. The Council has a representative that attends, at her own expense, meetings of the Executive Board of ACWW, in London.

Homemakers, as never before, are seeking reliable information that will help them make responsible decisions on international affairs. For this reason, many of our leaders are willing to give their time and money to attend conferences such as the ACWW. On many occasions representatives attend meetings of the UN to get information for their members.

The National Council also actively supports several national and international projects, among them the "Free the World from Hunger" campaign and "Food for Peace."

In all cases, whether supporting local, national, or international programs, the National Home Demonstration Council efforts go toward extending and expanding home demonstration work. ■



## 4-H FOUNDATION

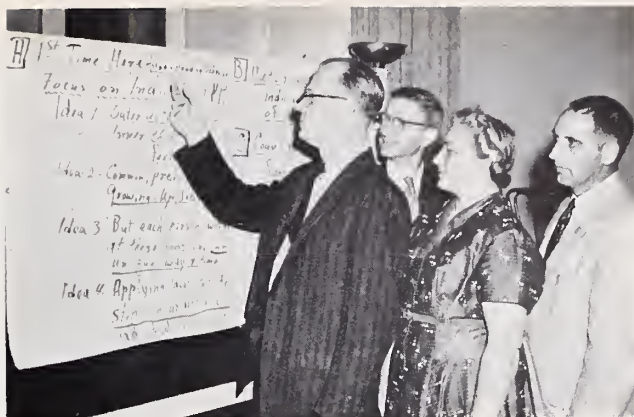
(From page 131)

*Operation of the International Farm Youth Exchange.* More than 1,300 U. S. delegates have visited 63 other countries, and 1,477 foreign exchangees have visited the U. S. Over 20,000 host families have been involved in this program. Ten national rural youth leaders abroad and many more workers in these programs nationally and locally are IFYE alumni.

*Human Development-Human Relations Workshops.* Over 500 professional extension personnel have participated.

*Peace Corps.* Ninety-three young men and women are assisting to promote and expand rural youth educational programs, similar to 4-H, abroad as Peace Corps volunteers.

A number of special projects have been conducted to help develop and expand new opportunities for the ex-



The Human Development-Human Relations program, initiated by the Foundation in 1952, has demonstrated the importance of building competency in the behavioral sciences for a more effective educational role. Dr. Glenn C. Dildine here explains ways for better understanding youth to Pennsylvania leaders.

tension program. Approximately 3,000 individual corporations and business firms support the Foundation annually and a broader segment of private enterprise is made aware of Extension's youth program each year.

The Foundation's information and public relations program has contributed immeasurably to informing

the public, especially at the national level, about Extension's work.

Private resources are playing a significant role in providing special educational opportunities to "stretch or enrich" Extension's program. These funds can assist in going beyond the traditional, the status quo, even the established fact. ■

## UNIQUE PARTNERSHIP

(From page 116)

lems, accomplishments, and needs of the Cooperative Extension Service. These reports deal with changes needed in Federal rules and regulations, national legislation, increased Federal financial support, and related subjects.

The second major function, serving as the educational arm, is explained in Secretary Freeman's article opening this issue.

FES' third responsibility is to assist State Extension Services in developing and carrying out educational programs. This involves counseling on the scope and responsibility of the Extension Service nationally, providing information and advice on planning or projecting programs, bringing States' attention to the latest subject matter and educational methodology, analyzing the structure and method of carrying on program activities in relation to the other States, relaying workable techniques,

helping evaluate program efforts in relation to the situation or needs to be met, and providing for a two-way flow of information between the State Extension Services and USDA and other national organizations.

### Cooperative Relations

It takes more than a formal memorandum of understanding—more than a set of rules and regulations—to make such a unique educational partnership work. The key to Extension's past success lies in the word "cooperative."

Both partners have demonstrated a true appreciation for the cooperative nature of this work. They have dedicated their efforts to carrying out the original intent of the Smith-Lever Act—to work together in bringing to people skills and knowledge they can use in earning and enjoying a better way of life.

The State Extension Services have a high degree of autonomy in their programing and operations. Programs are not "handed down from Wash-

ington." Regional and national program efforts which serve local needs are planned and implemented cooperatively through the Extension Committee on Organization and Policy, as pointed out in another article in this issue.

The FES role is one of leadership—not of direction. The Federal worker's job is to counsel, advise, and guide—to provide dynamic, positive, and affirmative leadership in assisting State extension staffs in developing and carrying out programs which serve people's needs.

The fact that Extension has arrived at a sense of national unity and cohesiveness—a feeling of a single, unified educational system—is a tribute to the cooperative spirit in which State and Federal staffs have carried out their respective roles. They have more than justified the vision of those early leaders who were convinced that the land-grant colleges and USDA could work together in carrying out this joint responsibility to "aid in diffusing . . . useful and practical information." ■



## COUNTY GROUPS

(From page 120)

The following October each organization submitted plans for the ensuing year based upon what they felt would be best for their group.

These plans for agriculture were submitted by the: commissioners court, board of supervisors, Soil Conservation District, Agricultural Stabilization and Conservation Program, Farmers Home Administration County Committee, community centers organization, 4-H, Farm Bureau, Farmers Union, Farm and Ranch Club, agriculture committee of the chamber of commerce, dairy improvement groups, poultry improvement group, 7-Step Cotton Program, Lamar County Agriculture Workers Association, and Texas Sesame Growers, Inc.

This group formed the nucleus for the overall agriculture program. The same procedure was followed with home economics.

### Local Cooperators

A committee, appointed by the overall program chairman, worked out a set of bylaws.

Other groups have been added since then. Each organization that works with a county committee or board of directors is a member of the county overall program committee.

According to the bylaws, the presiding officer of each organization having to do with agriculture and home economics is automatically the representative on the County Program Committee. For instance, the county judge, who presides over the commissioners court, is the representative for that Court.

The County Program Committee meets once a year. At this time the representatives of each group report on the past year's accomplishments and plans for the ensuing year.

The annual meeting is the highlight of the program year. Plans for the ensuing year are presented and adopted as the program for the current year. Following committee representatives' reports, an outside speaker talks to the group.

Where do agency representatives come into the program? Extension agents, Agricultural Stabilization and Conservation Program office man-

ager, Soil Conservation Service technician, and Farmers Home Administration county supervisor serve as advisors to one or more of the groups.

Vocational teachers are represented through the Agriculture Workers Association.

It is gratifying to observe the fine relationship among agriculture workers and organizations making up the overall program. Each organization has available at all times a copy of the current program to guide them and help them avoid duplicate effort.

This procedure, now going into its sixth year, has proved to be a satisfactory approach to our county situation. ■

## SERVICE COMMITTEE

(From page 130)

*Public Relations Assistance.* Donors help materially in supplementing information media activities of the Extension Service and the National Committee.

The National Committee gives impetus to a number of 4-H events through contributions of funds or staff assistance and sometimes both.

The National 4-H Club Congress brings the 4-H club program and 4-H members into the limelight before the general public. Some 145 donor representatives, including corporation presidents, vice presidents, board chairmen, and other officials, participate in this event. This provides opportunity for business leaders to meet an outstanding sample of the Nation's youth. Some 300 representatives of press, radio, and television assist with the interpretation of 4-H club work and its program of building outstanding citizens.

Each year the National Committee also works closely with the Extension Service in planning and promoting events such as National 4-H Club Week, Grain Marketing Tour and Clinic, Junior Poultry Fact Finding Conference, National 4-H Dairy Conference, and Regional Tractor Operators' Contests.

The National Committee provides additional service to the 4-H club program through National 4-H News and the National 4-H Supply Service.

*National 4-H News.* This is the only national 4-H magazine and, although directed primarily to volunteer adult and junior 4-H club leaders, extension agents and 4-H members find it a helpful guide for many aspects of club work.

The editors of the magazine cooperate with local 4-H leaders and county, State, and Federal extension staff members in developing editorial content useful to leaders.

*National 4-H Supply Service.* The Supply Service offers quality 4-H merchandise at nominal prices. Currently this department stocks more than 1,100 items bearing the 4-H emblem—pins, chevrons, and other symbols of membership; flags, banners, medals, trophies, clothing, jewelry, recreation helps, meeting aids, and project helps.

The aims and ideals of 4-H are promoted through dignified identification, incentives, and recognition calling public attention to the 4-H program. Requests for 4-H supplies come from all 50 States, Puerto Rico, and numerous foreign countries.

### Operating Staff

Day-to-day operations are carried on through four departments—General Services, Information Service, National 4-H News, and the National 4-H Supply Service.

Thirty-five prominent citizens volunteer their services as officers, directors, and members of the National Committee. Of this group, 15 comprise the Board of Directors, which meet several times each year to determine organizational policies. The Executive Committee, composed of five Board members, meets frequently in the interim to counsel with the staff director.

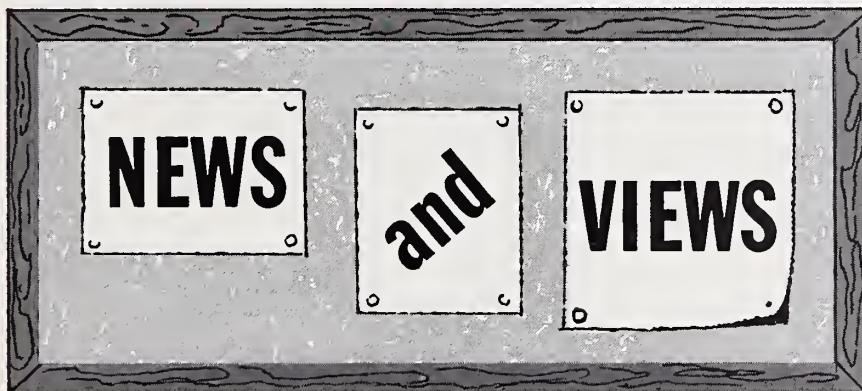
The Director and Associate Director, responsible for administration of the educational program, are assisted by a staff of professional men and women. Many are former 4-H members and extension workers; others come from business and communications fields.

Starting a fifth decade of assistance to 4-H, the National 4-H Service Committee continues to provide opportunities for boys and girls to develop educationally, economically, morally, and socially. ■





The first "Crested Clover" citation, recognition for support of 4-H club work, was presented to F. Nelson Bridgham (left) president of the Horace A. Moses Foundation at a ceremony in May. Mary L. Collings (right), Federal Extension Service, made the award during the spring meeting of the Hampden County, Mass., Improvement League, presided over by Lorenzo D. Lambson (center). The citation is part of a plan to recognize organizations, firms, and foundations that have given sustained and outstanding support to 4-H club work. During June, the Women's National Farm and Garden Association and Kiwanis International were also awarded "Crested Clovers." Five other citations will be made in the fall.



## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. *Bulk supplies of publications may be obtained under the procedures set up by your publications distribution officer.*

F 2181 Waterweed Control on Farms and Ranches—*New*

- L 497 The Home Chicken Flock—*New (Replaces F 1508)*
- G 79 Controlling Lawn Weeds With Herbicides—*New*
- M 689 Your Farmhouse Heating—*Revised February 1962*
- L 503 Lygus Bugs on Cotton—How to Control Them—*New*
- L 504 Controlling Green June Beetle Larvae in Tobacco Plant Beds—*New*
- L 506 Wind Erosion Control on Irrigated Lands—*New*

## BOOK REVIEW

DICTIONARY OF ECOLOGY by Herbert C. Hanson, Philosophical Library, New York, 1962, 382 pp.

The author describes his objective as defining the "many new terms that have come into usage during the past 30 years and also to include many of the old terms that are used in current literature." He notes that "Many words from fields closely related to ecology, such as forestry, range management, agronomy, soils, and genetics are included because of their wide usage in ecological literature."

The book should be of real help to many agricultural extension agents whose work includes subjects other than their major field.

Definitions are clear and short; synonyms and closely allied words are cross-referenced. Citations of use or authority are not given. A minimum of commentary other than the word definition is included. Type is readable and the defined words are in prominent boldface making them easy to find.

The lack of references cited in the applied ecology fields of agronomy, forestry, and wildlife management may account for the limited coverage of terms in these disciplines. While most ecological terms used in these fields are included, many are not. For example, missing are: age ratio; nesting cover, odd areas, soil depleting, and sustained yield.

This volume fills a real need. Agricultural scientists and extension agents will find that it effectively replaces and up-dates glossaries in a variety of subjects.—*Frank C. Edminster, Soil Conservation Service.*

- L 510 Zoning for Rural Areas—*New*
- MB 19 Preparing Fresh Tomatoes for Market—*New (Replaces F 1291)*

The following publications have been declared *obsolete* because of changes in insecticide recommendations. *All copies should be destroyed.*

- L 282 The Fowl Tick—How to Control It
- L 383 Poultry Mites—How to Control Them

# MEMORANDUM OF UNDERSTANDING

*Editor's Note: The following is a summary of the basic features of the Memorandum of Understanding between the Land-Grant Institutions and the U. S. Department of Agriculture on Cooperative Extension Work in Agriculture and Home Economics. This Memorandum, basically the same for each institution, is the legal authority for Federal-State cooperation in carrying out extension work.*

I. The land-grant institution agrees:

- A. To organize and maintain . . . a distinct administrative division for the management and conduct of all cooperative extension work in agriculture and home economics, with a director selected by the institution and satisfactory to the Department;
- B. To administer through such division . . . all funds . . . for such work . . . ;
- C. To accept the responsibility for conducting all educational work in the fields of agriculture and home economics and subjects related thereto as authorized. . . .

II. The U. S. Department of Agriculture agrees:

- A. To maintain . . . a Federal Extension Service, which, under the direction of the Secretary,
  - 1. shall be charged with administration of the Smith-Lever . . . and other Acts supporting cooperative extension work . . . ;
  - 2. shall have primary responsibility for and leadership in all educational programs under the jurisdiction of the Department. . . ;
  - 3. shall be responsible for coordination of all educational phases of other programs of the Department . . . ; and
  - 4. shall act as liaison between the Department and . . . land-grant colleges and universities on all matters relating to cooperative extension work. . . .
- B. To conduct through the land-grant institution all extension work in agriculture and home economics . . . except those activities which by mutual

agreement it is determined can most appropriately and effectively be carried out directly by the Department.

III. The land-grant institution and the U. S. Department of Agriculture mutually agree:

- A. That, subject to the approval of the President of the land-grant institution and the Secretary of Agriculture, . . . all cooperative extension work . . . involving the use of Federal funds shall be planned under the joint supervision of the director of Agricultural Extension Service . . . and the administrator of the Federal Extension Service; and that approved plans . . . shall be carried out . . . in accordance with . . . individual project agreements.
- B. That all State and county personnel appointed by the Department as cooperative agents for extension work . . . shall be joint representatives of the land-grant institution and the U. S. Department of Agriculture, unless otherwise expressly provided in the project agreement. . . .
- C. That the cooperation between the land-grant institution and the U. S. Department of Agriculture shall be plainly set forth in all . . . printed matter . . . used in connection with cooperative extension work. . . .
- D. That annual plans of work for the use of . . . Federal funds in support of cooperative extension work shall be made by the Agricultural Extension Service . . . subject to the approval of the Secretary of Agriculture . . . and when so approved shall be carried out. . . .